



Horsington Church School
A Bath and Wells Academy



'That they may have life, life in all its fullness' John 10:10

Art and Design

High-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding.

Our Art curriculum will provide children with opportunities to develop their skills using a range of media and materials. Children should learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and be given the opportunity to explore and evaluate different creative ideas.

Children should be introduced to a range of works of, and develop knowledge of the styles and vocabulary used by, famous artists. The skills they acquire are applied to their learning experiences, allowing children to use their art skills to reflect on and explore other subjects in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development.

It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. In Art, children should be expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving.

This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.

Children should be encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

It is our intent that children understand that creativity has value; that people have personal opinions about what they like and dislike and that the word 'art' encompasses a huge range of media, activities and skills.

Progression
Art and Design
Year 1 and 2

Unit: Exploring and Developing Ideas

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve. They produce creative work, exploring their ideas and recording experiences.

Year 1

Children can:

- respond positively to ideas and starting points;
- are beginning to explore ideas and collect information;
- beginning to describe differences and similarities and make links to their own work;
- try different materials and methods to improve;
- beginning to use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

Year 2

Children can:

- respond positively to ideas and starting points;
- explore ideas and collect information;
- describe differences and similarities and make links to their own work;
- try different materials and methods to improve;
- use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

Unit: Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. The children will become proficient in drawing techniques. They will be able to use drawing to develop and share their ideas, experiences and imagination.

Year 1

Children can:

- are beginning to draw lines of varying thickness;
- beginning to use dots and lines to demonstrate pattern and texture;

Year 2

Children can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;

<ul style="list-style-type: none"> • use different materials to draw, for example pastels, chalk, felt tips with increasing skill; • beginning use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. • 	<ul style="list-style-type: none"> • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.
--	---

Unit: Painting

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. They will become proficient in painting techniques and use painting to develop and share their ideas, experiences and imagination.

Year 1

Children can:

- name the primary and secondary colours sometimes with help;
- begin to experiment with different brushes (including brushstrokes) and other painting tools;
- With developing confidence mix primary colours to make secondary colours;
- with increasing accuracy add white and black to alter tints and shades;
- begin use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

Year 2

Children can:

- name the primary and secondary colours;
- experiment with different brushes (including brushstrokes) and other painting tools;
- mix primary colours to make secondary colours;
- add white and black to alter tints and shades;
- use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.

Unit: Sculpture

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. They will become proficient in sculpting techniques and use sculpture to develop and share their ideas, experiences and imagination.

Year 1	Year 2
<p>Children can:</p> <ul style="list-style-type: none"> • with guidance, use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • begin to develop their use of a variety of techniques, e.g. rolling, cutting, pinching; • begin to use a variety of shapes, including lines and texture; • Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric 	<p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; • use a variety of shapes, including lines and texture; • use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric

Unit: Collage

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. They will become proficient in other art, craft and design techniques (collage). Children can develop a wide range of art and design techniques in using texture, line, shape, form and space.

Year 1	Year 2
<p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued with guidance; • sort and arrange materials with increasing confidence; • begin add texture by mixing materials; • begin use key vocabulary to demonstrate knowledge and 	<p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials; • use key vocabulary to demonstrate knowledge and understanding in this strand:

understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	collage, squares, gaps, mosaic, features, cut, place, arrange.
--	---

Unit: Textiles
Children have the opportunity to look at and practice a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. They will become proficient in other art, craft and design techniques (textiles) and develop a wide range of art and design techniques in using colour, pattern and texture.

Year 1	Year 2
Children can: <ul style="list-style-type: none"> • show pattern by weaving with assistance; • use a dyeing technique to alter a textile's colour and pattern with guidance; • begin to decorate textiles with glue or stitching, to add colour and detail; • Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	Children can: <ul style="list-style-type: none"> • show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.

Unit: Printing
Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. They will become proficient in other art, craft and design techniques (printing) and develop a wide range of art and design techniques in using colour and texture.

Year 1	Year 2
Children can: <ul style="list-style-type: none"> • copy an original print with developing skill; • use a variety of materials, e.g. sponges, fruit, blocks with increasing independence. 	Children can: <ul style="list-style-type: none"> • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

<ul style="list-style-type: none"> begin to demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; begin to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.
--	--

Unit: Work of other Artists

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. They will understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 1	Year 2
<p>Children can:</p> <ul style="list-style-type: none"> With increasing confidence be able to describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artist with guidance; begin to use inspiration from famous, notable artists to create their own work and compare; begin to use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 	<p>Children can:</p> <ul style="list-style-type: none"> describe the work of famous, notable artists and designers; express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

Artist to be discussed with staff.

Subject Specific Progression

Art and Design

Year 3 and 4

Unit: Exploring and Developing Ideas

Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will create sketchbooks to record their observations and use them to review and revisit ideas.

Year 3

Children can:

- use sketchbooks to record ideas;
- begin to explore ideas from first-hand observations;
- question and make observations about starting points, and respond positively to suggestions;
- start to adapt and refine ideas;
- begin to use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.

Year 4

Children can:

- use sketchbooks to record ideas;
- explore ideas from first-hand observations;
- question and make observations about starting points, and respond positively to suggestions;
- adapt and refine ideas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.

Unit: Drawing

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. Children will become proficient in drawing techniques and improve their mastery of art and design techniques, including drawing, with a range of materials.

Year 3

Children can:

- begin to experiment with showing line, tone and texture with different hardness of pencils;
- start to use shading to show light and shadow effects;

Year 4

Children can:

- experiment with showing line, tone and texture with different hardness of pencils;

<ul style="list-style-type: none"> • use different materials to draw, e.g. pastels, chalk, felt tips with increasing skill; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<ul style="list-style-type: none"> • use shading to show light and shadow effects; • use different materials to draw, e.g. pastels, chalk, felt tips; • show an awareness of space when drawing; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
--	---

Unit: Painting

Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. They will become proficient in painting techniques and improve their mastery of art and design techniques, including painting with a range of materials.

Year 3	Year 4
Children can: <ul style="list-style-type: none"> • use, with increasing skill, varied brush techniques to create shapes, textures, patterns and lines; • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • with guidance create different textures and effects with paint; • begin to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	Children can: <ul style="list-style-type: none"> • use varied brush techniques to create shapes, textures, patterns and lines; • independently mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

Unit: Sculpture

Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. Children will become proficient in sculpting techniques and

improve their mastery of art and design techniques, including sculpting with a range of materials.

Year 3

Children can:

- cut, make and combine shapes to create recognisable forms with some skill;
- use clay and other malleable materials and practise joining techniques with guidance;
- add materials to the sculpture to create detail with developing confidence;
- develop their use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.

Year 4

Children can:

- cut, make and combine shapes to create recognisable forms;
- use clay and other malleable materials and practise joining techniques;
- add materials to the sculpture to create detail;
- use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.

Unit: Collage

Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. Children will improve their mastery of art and design techniques with a range of materials – collage.

Year 3

Children can:

- select colours and materials to create effect, giving reasons for their choices with some guidance;
- refine work as they go to ensure increased precision;
- learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;
- Develop their use of key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.

Year 4

Children can:

- select colours and materials to create effect, giving reasons for their choices;
- refine work as they go to ensure precision;
- learn and independently practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;
- use key vocabulary to demonstrate knowledge and

	<p>understanding in this strand: texture, shape, form, pattern, mosaic.</p> <ul style="list-style-type: none"> •
<p>Unit: Textiles</p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. Children will improve their mastery of art and design techniques with a range of materials – textiles.</p>	
Year 3	Year 4
<p>Children can:</p> <ul style="list-style-type: none"> • select appropriate materials, giving some reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects with some skill; • develop skills in stitching, cutting and joining with increasing accuracy; • develop their use of key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Children can:</p> <ul style="list-style-type: none"> • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; • use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.
<p>Unit: Printing</p> <p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. They will improve their mastery of art and design techniques with a range of materials (printing).</p>	
Year 3	Year 4
<p>Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print; • replicate patterns from observations with increasing confidence; • make printing blocks with increasing skill; • make repeated patterns with some precision; • develop their use of key vocabulary to demonstrate knowledge and understanding in 	<p>Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print; • replicate patterns from observations; • make printing blocks; • make repeated patterns with precision; • use key vocabulary to demonstrate knowledge and

<p>this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>
--	---

Unit: Work of Other Artists
 Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes. They will learn about great artists, architects and designers in history.

Year 3	Year 4
---------------	---------------

<p>Children can:</p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work with increasing detail; • begin to reflect upon their work inspired by a famous notable artist and the development of their art skills ; • express an opinion on the work of famous, notable artists and refer to techniques and effect with some understanding; • develop their use of key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood 	<p>Children can:</p> <ul style="list-style-type: none"> • use inspiration from famous artists to replicate a piece of work; • reflect upon their work inspired by a famous notable artist and the development of their art skills; • express an opinion on the work of famous, notable artists and refer to techniques and effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl
---	---

	Warner, Michael Brennand-Wood
--	-------------------------------

Artists up for discussion

Subject Specific Progression
Art and Design
Years 5 and 6

Unit: Exploring and Developing Ideas

Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.

Year 5

Children can:

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- begin to think critically about their art and design work;
- begin use digital technology as sources for developing ideas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure

Year 6

Children can:

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use digital technology as sources for developing ideas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Unit: Drawing

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

Year 5

Children can:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching with increasing independence ;
- depict movement and perspective in drawings with guidance;
- use a variety of tools and select the most appropriate;

Year 6

Children can:

- use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- depict movement and perspective in drawings;
- use a variety of tools and select the most appropriate;
- use key vocabulary to demonstrate knowledge and understanding in this strand: line,

<ul style="list-style-type: none"> • use key vocabulary to demonstrate knowledge and understanding in this strand with growing confidence : line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti 	<p>texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti</p>
--	--

Unit: Painting

Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.

Year 5	Year 6
<p>Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques with some guidance; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces with increasing skill; • use key vocabulary to demonstrate knowledge and understanding in this strand with growing confidence: with gr blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. 	<p>Children can:</p> <ul style="list-style-type: none"> • create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

Unit: Sculpture

Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.

Year 5	Year 6
<p>Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture with some guidance; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips ; 	<p>Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips;

<ul style="list-style-type: none"> • use materials other than clay to create a 3D sculpture; • use key vocabulary to demonstrate knowledge and understanding in this strand with increasing confidence: form, structure, texture, shape, mark, soft, join, tram, cast. 	<ul style="list-style-type: none"> • use materials other than clay to create a 3D sculpture; • use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
--	---

Unit: Collage

Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.

Year 5

Children can:

- add collage to a painted or printed background;
- create and arrange accurate patterns with guidance;
- use a range of mixed media with increasing confidence;
- plan and design a collage;
- use key vocabulary to demonstrate knowledge and understanding in this strand with increasing confidence: shape, form, arrange, fix.

Year 6

Children can:

- add collage to a painted or printed background;
- create and arrange accurate patterns;
- use a range of mixed media;
- plan and design a collage;
- use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

Unit: Textiles

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.

Year 5

Children can:

- with developing independence experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;
- use key vocabulary to demonstrate knowledge and understanding in this strand with increasing confidence: colour, fabric, weave, pattern.

Year 6

Children can:

- experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- add decoration to create effect;
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

Unit: Printing

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

Year 5	Year 6
<p>Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles with guidance; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand with increasing confidence: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; 	<p>Children can:</p> <ul style="list-style-type: none"> • design and create printing blocks/tiles; • develop techniques in mono, block and relief printing; • create and arrange accurate patterns; • use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

Unit: Work of other Artists

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

Year 5	Year 6
<p>Children can:</p> <ul style="list-style-type: none"> • give increasingly detailed observations about notable artists', artisans' and designers' work; • offer some facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding in this strand with increasing confidence: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt 	<p>Children can:</p> <ul style="list-style-type: none"> • give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.

Artists to be discussed with staff.